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ABSTRACT

Ohio's Program Review for Improvement, Development, and Expansion (PRIDE) in vocational education and guidance was researched and developed by the Division of Vocational Education, Research, Survey, Evaluation, and Exemplary Programs during the 1969-70 school year. Intensive study was directed toward process review and its impact on total program review to meet the mandates of the Vocational Education Act of 1963 and its subsequent amendments. As a result of the study, the Division was able to identify the following six basic components for program review: administrative review, process variable review, product review, cost analysis review, availability and impact review, and acceptance and congruence review. Specific areas addressed in the State report for 1972-73 were administration and planning, adult education, special needs education, division of guidance and testing, agricultural education, business and office education, distributive education, home economics education, and trade and industrial education. (Author/LJ)

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PRIDE IN VOCATIONAL EDUCATION AND GUIDANCE

Program Review for Improvement,
Development and Expansion
in
Vocational Education
and
Guidance

State Report
1972 - 73

(VT-102-126)

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PREFACE

The phrase "PRIDE in Vocational Education and Guidance" has become very familiar throughout the State of Ohio. It is Ohio's answer to evaluation as mandated in the Vocational Education Acts of 1963 and its subsequent amendments. Program review has become a part of the management and delivery system of the Division of Vocational Education and the Division of Guidance and Testing. Cooperating in this venture is the Division of Computer Services which provides support for the statistical data generation and computer services for processing standardized documents.

By the end of the 1974-75 school year, all 116 Vocational Education Planning Districts, comprised of 617 school districts in the State of Ohio, will have participated in this program review activity to meet the requirements of state and federal legislation. Since the information and data is generated at all levels of educational management, PRIDE has been accepted as a valuable tool for teachers, counselors, principals, supervisors, directors, superintendents, and all service areas within the Division of Vocational Education and the Division of Guidance and Testing.

The full intent of this program review is to improve the quality of vocational education in Ohio through the combined efforts of local and state personnel. Although Ohio has an outstanding vocational education program, PRIDE in Vocational Education provides direction to instructional and guidance programs, school districts and their administrators, and the State Department of Education for the improvement, development, and expansion of vocational education and guidance.

PRIDE in Vocational Education and Guidance
State Report
1972 - 73

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Ohio's Program Review for Improvement, Development, and Expansion in Vocational Education and Guidance

INTRODUCTION AND OVERVIEW

Ohio's Program Review for Improvement, Development, and Expansion (PRIDE) in Vocational Education and Guidance was researched and developed by the Division of Vocational Education, Research, Survey, Evaluation, and Exemplary Programs during the 1969-70 school year. Intensive study was directed toward process review and its impact on total program review to meet the mandates of the Vocational Education Act of 1963 and its subsequent amendments. As a result of the study, the division was able to identify six basic components for program review.

(1) Administrative Review - the administrative review is the activity by which the Superintendent of a Vocational Education Planning District identifies the role, objectives, structure, and responsibilities of the administrative team for the improvement, development, and expansion of vocational education and guidance. The administrative review will focus on (1) Board Policy and Administrative Procedures, (2) Finance, (3) Program Development, (4) Instruction, (5) Staff Personnel, (6) Pupil Personnel, (7) School-Community Relations, and (8) Evaluation and Accountability.

(2) Process Variable Review - the process variable review is the activity by which instructors use a lay advisory committee to react to the variables of an instructional program. The process variables have been identified as (1) Curriculum and Instruction, (2) Facilities and Equipment, (3) Instructional Staff, and (4) Students.

The process variables identified for the guidance review are (1) Guidance Staff, (2) Facilities and Equipment, (3) Coordination and Administration, and (4) Guidance Activities.

To review the vocational adult education program, the following variables have been identified (1) Administration and Organization, (2) Program Development and Operation, (3) Improvement of Instruction, and (4) the Adult Learner.

(3) Product Review - the product review is the identification of the successes achieved by the vocational graduate. A one-year follow-up using the current state reports and an annual five-year follow-up to identify mobility and employment success should be conducted by each VEPD. Adult follow-up should be conducted for pre-employment programs with some attention given to extension classes for adult learner satisfaction and success.

(4) Cost Analysis Review - the cost analysis review is the critical activity which will identify the instructional cost for operating an instructional program by class and generate a cost per pupil per program and class. Included in this analysis are the supporting costs for guidance and administrative services.

(5) Availability and Impact Review - the availability and impact review is to be conducted on a periodic basis by the Vocational Education Planning District personnel to utilize local resources for determining community needs.

(6) Acceptance and Congruence Review - this review is currently using two objective instruments to examine student interests and attitudes plus parent attitudes. To obtain student interests in vocational education all 8th graders in a Vocational Education Planning District take the "Ohio Vocational Interest Survey." The obtaining of parent and student attitudes is obtained through the "Parent and Student Vocational Education Survey" which is administered to all 9th and 12th graders plus one of their parents in a Vocational Education Planning District.

ORGANIZATION FOR PROGRAM REVIEW

During the school year of 1972-73, 20 Vocational Education Planning Districts were identified to participate in the PRIDE Program. They were:

1. 001 Neil A. Armstrong Joint Vocational School District
2. 003 Ashland County Joint Vocational School District
3. 047 Hancock County Joint Vocational School District
4. 068 Auglaize-Mercer Joint Vocational School District
5. 082 Mansfield City School District
6. 004 Ashtabula County Joint Vocational School District
7. 021 East Cleveland City School District
8. 092 Massillon City School District
9. 096 Barberton City School District
10. 097 Six District Compact
11. 100 Warren City School District
12. 008 Butler County Joint Vocational School District
13. 012 Clermont County Joint Vocational School District
14. 077 Pike County Joint Vocational School District
15. 086 Scioto County Joint Vocational School District
16. 015 Columbiana County Joint Vocational School District
17. 035 Columbus City School District
18. 036 Eastland Joint Vocational School District
19. 038 South-Western City School District
20. 067 Meigs Local School District

A calendar of activities providing for a commitment of 72 days of each state supervisor from each of the vocational service areas has become an integral part of their job responsibilities.

The state supervisors to serve on PRIDE were assigned to one of four geographic areas in the state. Each geographic area had at least seven state supervisors with unique professional experience for the vocational service.

Agricultural Education

Mr. John Davis (NE)
Mr. Richard Hummel (NW)
Mr. Welch Barnett (SE)
Mr. Leslie F. Crabbe (SW)

Business and Office Education

Mr. Ted Johnson (NE)
Mr. J. Robert Francis (NW)
Mr. Daniel Vicarel (SE)
Mr. Donald E. Potter (SW)

Distributive Education

Mr. William Munro (NE)
Mr. Larry Casterline (NW)
Mr. David Rankin (SE)
Mr. Paul Shoemaker (SW)
Mr. James Walters (OWA)

Home Economics Education

Mrs. Margaret Driver (NE)
Miss Carol French (NW)
Miss Barbara Reed (SE)
Miss Yvonne Bishop (SW)
Miss Laura Pernice (Job Training)
Mrs. Judy Mooney (Job Training)

Trade and Industrial Education

Mr. Don Bewley (NE)
Mr. Jack Volkmer (NW)
Mr. Tom Hyde (SE)
Mr. Bob Wright (SW)
Miss Elizabeth Gurney (Health)
Dr. James Bartholomew (OWE)

Manpower Training Service

Mr. Jim Mabry (NE)
Mr. Ronald E. Harbert (NW)
Mr. Ivan Winland (SE)
Mr. Chester Pardee (SW)

Construction, Post-Secondary and Cooperative Education Programs

Mr. William Ruth (Adult)

Division of Guidance and Testing

Mr. Harry Meek
Mr. Ken Higgins
Mr. Robert Goessler
Mrs. Margaret Mauter
Mr. Richard Green
Mr. James O'Connor
Dr. Charles Weaver
Mr. Gene Kohli
Mr. Harry James
Mr. John Chatman

The Consulting Committee for PRIDE provides for representation from each of the four PRIDE regions. The members were:

1. Dr. Robert C. Hemberger, Superintendent, Mentor Exempted Village School District (053)

2. Mr. Walker Huffman, Superintendent, Muskingum Area Joint Vocational School District (075)

3. Mr. Leonard Kingsley, Vocational Director, Perry County Joint Vocational School District (039)

4. Mr. Paul Snyder, Vocational Director, Dayton City School District (071)

5. Mr. Clarence Thompson, County Superintendent, Gallia County Board of Education (040)

6. Mr. Don Watson, Vocational Director, Springfield-Clark Joint Vocational School District (011)

7. Dr. Albert J. Abramovitz, Assistant Superintendent, Cleveland Heights-University Heights City School District (020)

8. Mr. Vaughn Coats, Vocational Director, Lima City School District (002)

9. Mr. Lowell E. Gingrich, Superintendent, West Clermont Local School District (013)

10. Mr. Otto E. Meyer, Assistant Superintendent, Four County Joint Vocational School District (030)

11. Mr. Earl Parkins, Principal, Tri-County Joint Vocational School District (005)

12. Mr. William Tenney, Director of Secondary Education, Akron City School District (095)

The Consulting Committee held three meetings to review progress and direction of the program review activities. A schedule was implemented for providing membership change in the Consulting Committee. The schedule called for half of the members to change each year with members serving for two-year terms. The current membership of the Consulting Committee and their term of office is as follows:

1. 1972-74 Dr. Albert J. Abramovitz, Assistant Superintendent, Cleveland Heights-University Heights City School District (020)

2. 1972-74 Mr. Vaughn Coats, Vocational Director, Lima City School District (002)

3. 1972-74 Mr. Lowell E. Gingrich, Superintendent, West Clermont Local School District (013)

4. 1972-74 Mr. Otto E. Meyer, Assistant Superintendent, Four County Joint Vocational School District (030)

5. 1972-74 Mr. Earl Parkins, Principal, Tri-County Joint Vocational School District (005)

6. 1972-74 Mr. William Tenney, Director of Secondary Education, Akron City School District (095)

7. 1973-75 Mr. Carroll Augustin, Director, Butler County Joint Vocational School District (008)

8. 1973-75 Mr. Robert Clinkscale, Vocational Director, East Cleveland City School District (021)

9. 1973-75 Mr. J. Parker O'Brien, Director of Administration, Mansfield City School District (082)

10. 1973-75 Mr. William L. Phillis, Superintendent, Columbiana County Joint Vocational School District (015)

11. 1973-75 Dr. Martin L. Stahl, Superintendent, South-Western City School District (038)

12. 1973-75 Mr. Frank Taylor, Superintendent, Scioto County Joint Vocational School District (086)

There is also another committee known as the PRIDE in Vocational Education and Guidance Planning Staff which is composed of state supervisors assigned by their respective services to give direction to the total PRIDE in Vocational Education and Guidance Program. The PRIDE Planning Staff held monthly meetings to review activities and progress of the PRIDE in Vocational Education and Guidance Program. This committee was composed of 13 state staff members who were:

1.	Agricultural Education	Mr. Richard Hummel
2.	Business and Office Education	Mr. Ted R. Johnson
3.	Distributive Education	Mr. Paul Shoemaker
4.	Home Economics Education	Miss Barbara Reed
5.	Trade and Industrial Education	Mr. Tom Hyde
6.	Adult Education	Mr. William Ruth
7.	Special Needs	Mr. D. James Gifreda
8.	Manpower Training Service	Mr. James Mabry
9.	Teacher Education and Curriculum	Mr. Robert Koon
10.	Guidance and Testing	Dr. Charles Weaver
11.	Administration and Planning	Mr. George Kosbab

12. Research and Survey — Mr. George A. Sterling (Cost Analysis)

13. Research and Survey — Mr. James H. Price

Four Planning Staff members were designated as team captains to coordinate the PRIDE in Vocational Education activities in the Vocational Education Planning Districts.

PROCEDURES FOR IMPLEMENTING PRIDE

The basic procedures of the PRIDE program for 1972-73 were as follows:

A. Each of the Vocational Education Planning Districts were to select and appoint a service representative to work with each of the state supervisors for organizing and coordinating the review activities.

The team captain along with a supervisor from the Manpower Training Service and the Division of Guidance and Testing met with the local administration and staff members appointed to implement the PRIDE Program. The purpose of the initial meeting is to orient local school personnel to the operational phases of PRIDE. At a later date, state supervisors from each of the vocational services met with the appointed service representative and the self-review committee chairmen to explain the procedures for the local self-review activities.

B. Local self-review chairmen were selected by the service representative to work with each of the state supervisors for organizing and coordinating the review activities. All state supervisors were available to assist with this task for one day in each Vocational Education Planning District.

C. The self-review committee, comprised of not more than two educators and four to six community citizens (parents, students, employers, service groups, etc.), was selected by local school personnel and they conducted a review of the instructional program using the program review guides and procedures which were developed under the direction of the Division of Vocational Education, State Department of Education. A copy of the self-review reports was forwarded to the specific state service supervisor.

D. Upon receiving the self-review report as a guide, the state supervisor made a review of the instructional programs for his specific service. A maximum of ten days was scheduled for this activity in each Vocational Education Planning District. A review committee member from outside the school is usually available during the state staff review. At the conclusion of this review, the local service representatives were directed to write their service reports.

E. A Coordinator for the Vocational Education Planning District was then responsible for submitting a combined report to the Research, Survey, Evaluation and Exemplary Programs, Division of Vocational Education, State Department of Education.

OPERATIONAL CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations are based on an overall review of PRIDE activities, procedures and materials by the Consulting Committee and the Planning Staff and comments reported in the PRIDE reports submitted by the VEPD's participating in the Program Review for the Improvement, Development, and Expansion of Vocational Education and Guidance in 1972-73. Several elements of PRIDE relating to review procedures and materials were reviewed in service area staff meetings and suggestions for improvement of the review were proffered for consideration by the Consulting Committee and Planning Staff.

Conclusion: Considerable more questioning of the need for non-operating jointures to participate in PRIDE was found among the districts regardless of whether the bond issues and operating levies were passed or not.
Recommendation: More emphasis should be placed on the development and expansion aspects of PRIDE and the importance of information obtained for planning new vocational programs. The legal mandates for evaluation should be summarized and distributed to all VEPD superintendents and other key administrative personnel.

Conclusion: The taxonomy review instruments should be revised to encourage more specificity in stating recommendations, the approximate cost and the target date for full implementation of the stated recommendations.
Recommendation: Revise the taxonomy review instrument for the purpose of encouraging specific costs and target dates of implementing recommendations.

Conclusion: The Vocational Choice Inventory provides an adequate supplemental information base for local planning of vocational programming; however, Part I should be revised to provide better information on student career plans and opportunities to be better able to make career choices.
Recommendation: Part I of the Vocational Choice Inventory should be revised to determine if students have had sufficient opportunities to explore occupational fields in preparation for making career choices.

To gain more reliability in the results of the Vocational Choice Inventory, administration of the Vocational Choice Inventory should be standardized. In addition to developing a statement of purpose for the VCI, the directions for administering this instrument should be prepared for distribution to local personnel.

Conclusion: The basic self-review concept with state input in the form of supervisors' reactions to recommendations is continuing to receive strong acceptance as is evidenced by the increasing specificity with which recommendations for improvement are set forth.
Recommendation: State supervisors should continue assisting local professional and lay review committee personnel identify needed changes and develop appropriate recommendations.

Conclusion: The PRIDE Planning Staff has continued to function well in identifying needed changes and revisions in policies, practices and procedures, and recommending alternatives designed to make PRIDE more meaningful; however, full implementation of revisions in all service areas is hampered because information is not always taken back to the service area staff personnel by Planning Staff members.
Recommendation: Strengthen the communication links between the PRIDE Planning Staff and service area staff by making regular reports to associates in staff meetings by dissemination of record of proceedings (minutes) to assistant directors.

Conclusion: The PRIDE gains recognition in steps, ranging from tacit acceptance to strong support for the self-review of vocational education programming and guidance services. The local administrative and supervisory personnel who have worked closely with PRIDE are the strongest supporters of the vocational education and guidance review and are fully cognizant of the benefits derived through the involvement of lay citizens in the PRIDE activities.
Recommendation: Recognizing that PRIDE is a complex undertaking, it is recommended that state staff continue their present increased level of facilitating the organization for PRIDE on the local level. The frequency of state staff contact with local service representatives and VEPD coordinators should be maintained as a means of improving the review process.

Conclusion: The initial orientation of local VEPD personnel needs to be broadened to include educational personnel from participating districts of jointures and contracting districts and key personnel from the individual districts.
Recommendation: The initial PRIDE orientation meeting presently held in a central location with only selected VEPD personnel should be replaced by four regional orientation meetings. The VEPD personnel invited to attend the regional orientation meetings should include representatives from echelons of the PRIDE organization pattern including service representatives.

OVERALL OBSERVATIONS

Although the Vocational Service PRIDE reports provide considerable insight into the specific changes in vocational programming in selected Vocational Education Planning Districts, the purpose of this section is to point up some of the reported changes without reference to any vocational service area. The following is based upon three major sources; the unsolicited comments from local educational personnel, state supervisors serving on the PRIDE Planning Staff, and the service area PRIDE reports. The assessment of PRIDE cannot be reduced to the reporting of quantitative data as a singular factor to measure its impact. However, cognizance must be given to the fact that state supervisors cooperatively reviewed more than 600 vocational programs in 180 secondary schools in the 20 Vocational Education Planning Districts participating in the 1972-73 PRIDE. The PRIDE instructional review committees for vocational programs involved more than 600 teachers, supervisors, administrators, and 3500 lay citizens participating in the review activities.

Service to the LEA's

The PRIDE schedule, although highly structured, very firm, and somewhat demanding of the supervisors' time, has contributed to improved communications between state and local vocational personnel. In addition to fulfilling the commitments of PRIDE, state personnel increased the frequency of visitations to local districts other than those participating in PRIDE. Insights into common problematic areas of operations were gained and, where practical and feasible, this information was used as a basis for topical areas of concentrated work during in-service meetings, seminars and workshops for vocational teachers and supervisors.

Well-being

In general, these visitations have uncovered another plus factor; student and instructor morale is quite high. Some of the observations reported can be categorized as positive or negative; however, those in the latter category are fewer in number. Specifically, state supervisors have found a great need for more local supervisors to strengthen and solidify the state and local effort to improve and expand vocational programming even though the initiation of new vocational taxonomies is continuing to increase. Vocational programming is developing in an organized and deliberate pattern and is described best as change by evolution rather than revolution.

A Problem

It was also noted that many local districts have not established budgets for instructional materials and supplies for operating vocational programs. The PRIDE has revealed a number of voids in local board policies relating to vocational education programs, however; progress is being made and this is improving. It was reported that a increased awareness of vocational education by local school administrators and members of boards of education is apparent.

Curriculum Looks Good

State supervisors have found better organization for vocational instruction and most schools have good curriculum guides although a number of schools need to update, revise or otherwise improve the guides. In a limited number of schools course outlines are non-existent or not being used; however, supervisors have noted a continuity within the total curricular offering for their respective vocational service area.

Follow-Up Information Needed...Next Move

Overall, improved record keeping of student programs and student training plans in Cooperative programs was reported; however, more current follow-up information on program completions is needed by both state and local personnel. Some of the new instructional techniques (individualized instruction, prescriptive teaching, etc.) have been implemented.

ADMINISTRATION AND PLANNING

Section I

Administration and Planning is the service which coordinates immediate and long-range planning among the Vocational Education Planning Districts to effect a broad programmatic effort to serve the youth and adults of the State of Ohio.

Section II

The purpose of the Administration and Planning Service in the Division of Vocational Education is to stimulate and initiate administrative plans for sound management and operation of the vocational education program. In fulfilling this purpose, the Administration and Planning staff perform the following functions:

Provide a reporting and planning system for the Vocational Education Planning Districts and the Local Education Agencies for immediate and long-range program projections,

Counsel and advise superintendents and, if requested, their boards of education on the needs, direction, and alternatives for sound vocational education programming and planning,

Maintain and coordinate the necessary changes in plans with the State Department for submission to the State Board of Education for their review and action,

Actively participate in the Program Review for the Improvement, Development, and Expansion (PRIDE) in Vocational Education and Guidance by reviewing the administrative reports generated through this program, and

Monitor and coordinate the preliminary approval of units for annual budget projections.

Section III

The Management by Objectives system adopted within the Division of Vocational Education does not apply to this service area.

Section IV PRIDE Field Activities

Region	VEPD's	Districts	Committee Members
Northwest	5	35	158
Northeast	5	11	50
Southwest	4	22	99
Southeast	5	17	77
State Totals	19	85	384

Section V Findings and Implications for Direction

A. PRIDE Procedures and Materials:

1. Concern expressed for the Administrative Review Instrument biased toward JVSD.

2. Manpower Training Service personnel were unable to react with authority regarding the written review by the Assistant Director for Administration and Planning.

3. Timetables indicating priorities were not developed by Local Educational Agencies in their final report.

4. Instruction booklet not specific enough for Administrative Report.

B. Administrative Variables

1. Board Policy and Administrative Procedures

   a. Several school districts lack written policy, specfically for vocational education.

   b. Job description for vocational personnel is incomplete.

2. Finance

   a. Clerk-treasurers and fiscal accounting generally reported as outstanding by Local Educational Agency personnel.

   b. Trends toward data accounting are reported.

   c. Budgeting by vocational programs is indicated as desirable.

3. Program Development

   a. There is a lack of community surveys to justify program development.

   b. The local plan (1969) is not readily followed.

   c. Occupational analysis is reported periodically as not applicable to some job training programs (agriculture and distributive).

4. Instruction

   a. Advisory committees are indicated as being desirable.

5. Staff Personnel

   a. Relationships between staff and administration are generally reported as good.

   b. There are indications of strong in-service educational programs being developed in the major vocational centers.

6. Pupil Personnel

   a. Student opinions are obtained through a Guidance program.

   b. Enrollment procedures and selection criteria for students of vocational education are generally unclear in districts just starting massive programming efforts.

   c. Safety in the laboratories receive a high priority by administration.

   d. Lack of a Guidance and Testing Program is evident.

7. School-Community Relations

   a. Few districts have anyone assigned to public information.

   b. Smaller districts rely on local and weekly news media more so than radio and television, which are dominated by major cities.

   c. No apparent means to assess public information efforts adequately.

8. Evaluation and Accountability

   a. Assessment of educational programming is limited.

   b. Local Educational Agency research is limited.

   c. North Central and High School Standards primary means of most districts to make evaluation.

Section VI Conclusions and Recommendations

PRIDE Procedures and Materials

1. Due to the insights gained through using the administrative review booklet, there is definite need to have a review panel of educational administrators to examine any bias in the booklet and have it rewritten. However, there has been no known policy or procedure for up-dating or revising such materials or the amounts of honorarium available through the

PRIDE budget. Since a committee of five administrators developed the first instrument, it seems advisable to have a committee do the revision.

2. Due to various manuals and booklets not following a standard format, there needs to be clear direction for format in any revision which should come from the administrative staff (RSEE) for PRIDE.

3. The Assistant Director for Administration and Planning is to review all administrative committee reports and then conduct a discussion with the service representatives and chairmen of administrative reviews, but still allowing Manpower Training Service personnel to orient the local service representatives and chairmen in the use of the materials.

4. The Service Representative Guide and VEPD Coordinator's Guide needs to be revised by the RSEE staff to emphasize the need for developing priorities.

5. A Service Representative Guide for the Administration reports should be developed by the RSEE staff in accordance with the approved format.

Administrative Variables

1. Board Policy and Administrative Procedures

   a. Each service responsible for funding leadership personnel in Vocational Education should have suggested job description available to local administrators.

   b. Job description for classroom teachers, in-service, and co-op, also should be available.

2. Finance

   a. Caution should be exercised by local school personnel in developing budgets by instructional programs since budgets are considered fiscal plans and not specific appropriations.

   b. A policy statement is needed regarding the use of the $4,000 override in the vocational unit.

3. Program Development

   a. Job market information is needed before service approves plans for vocational programs.

   b. Revised plans for vocational planning districts are needed.

   c. All job training programs should have an occupational focus, and needs to be emphasized through teacher education programs.

4. Instruction

   a. Advisory committees should be operational for all instructional programs.

5. Staff Personnel

   a. A study of in-service education programs at major vocational centers is essential to provide redesign and renewal to a total teacher education program.

6. Pupil Personnel

   a. A total Guidance Program of Activities needs to be emphasized in the school districts having a broad program of vocational education.

   b. The need for student health services in a JVSD needs to be studied.

7. School - Community Relations

   a. Vocational directors need to have the responsibility to release public information regarding vocational education to the news media.

8. Evaluation and Accountability

   a. Due to a lack of assessment or evaluative procedures, the PRIDE Program appears to be serving a void in examining programs for improvement, development and expansion.

   b. With comprehensive schools, as well as joint vocational schools eligible for membership in the North Central Association, a workable pattern of scheduling JVS assessments and PRIDE may be advisable and policy regarding PRIDE's relationship to other evaluative criteria and processes should be available.

ADULT EDUCATION

The adult education review for 1972-73 was intended to provide an opportunity to examine techniques and reactions for exploring a means of reviewing adult vocational education. Implications of this review are contained in each service report.

SPECIAL NEEDS EDUCATION

Section I Vocational Service Area Description

The Special Needs Service administers several areas of special vocational services within the Division of Vocational Education. These services are clearly mandated through the Vocational Education Amendments of 1968 (PL 90-576). The primary responsibilities of the Service are derived from sources of Part A (102 b) to serve concentrated areas of disadvantagement and Part B identified as set asides to serve disadvantaged and handicapped persons. In addition, the Service administers Part H, Vocational Work-Study Programs, provided to assist disadvantaged youth enrolled in regular vocational

programs.

The Service is charged with the responsibility to initiate, develop, and provide new innovative vocational programs to service identified disadvantaged and handicapped youth and adults -- in school and/or out of school.

The disadvantaged and handicapped are identified according to the Division of Vocational Education, Special Needs Service Guide, which requires the Local Educational Agency to assess and specify the disadvantagement and/or handicap that a participant demonstrates which prevents him from succeeding in a regular vocational program without assistance.

After approval and during implementation of the special programs and services designed to assist the target populations, it is the responsibility of the Special Needs Service to review the approved district's program implementation and management of budgetary items. On-site visitations are scheduled in order to observe the implementation and make recommendations for program improvement, development, and expansion.

Inasmuch as some Special Needs programming and services supports many of the other services (Agriculture, Trade and Industrial, etc.), it is also necessary to maintain an active working relationship with these services to have effective programming.

Section II Vocational Service Area Goals or Major Purposes

Comprehensive Special Needs Programming will:

1. Provide supplemental services for disadvantaged and/or handicapped persons who would otherwise be unable to benefit to their fullest potential through their involvement in career motivation, career orientation, career exploration, job training and upgrading vocational programs.

2. Provide modified instructional programming designed to enable disadvantaged and/or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach.

3. Provide adequate in-service activities for those staff persons who are assisting vocationally disadvantaged and/or handicapped persons.

Section III Vocational Service Area Management by Objectives

(Not applicable as per J. Price)

Section IV Vocational Service Area PRIDE Field Activities -- 1972-73

The Special Needs Service field activities consisted of piloting the Program Review Instrument and Procedure Guide which was drafted during the year. The districts which participated in the pilot reviews were Dayton City Schools and Penta County Joint Vocational School.

Dayton represented a major city that has special needs programming which is currently supported with special needs funding. Penta County Joint

Vocational School represented a joint vocational school which has some programming for students with special needs, but is not currently receiving financial support for the programming through the Special Needs Service.

As a result of the pilot reviews, it was determined that one review instrument would suffice for the review of both disadvantaged and handicapped programming. In some districts, however, it may be necessary for the review chairman to set up sub-committees for each of the areas. Also, other minor modifications in the documents were made and the documents were finalized for printing to be used in school year 1973-74.

Section V Vocational Service Area Findings and Implications for Director

The pilot reviews definitely indicated that Special Needs participation in PRIDE on full scale basis would be desirable in order to help effect better programming for vocationally disadvantaged and handicapped persons.

Section VI Conclusion and Recommendations

The Special Needs Service should plan to be involved in PRIDE in all VEPD's scheduled for review in the school year 1973-74. Further, it is recommended that there should be formed one review committee consisting of representatives within the VEPD to review the total Special Needs planning and programming for the VEPD.

If Special Needs funded projects, Special Education units, disadvantaged vocational units or handicapped vocational units exist within the VEPD, they should be reviewed in light of the contribution they are making to the total special needs planning and programming of the district.

Section VII Summary

It is anticipated that as the Special Needs Service moves into the field with PRIDE during the school year 1973-74 that the efforts will be directed toward the development of Special Needs programming within VEPD's. Statewide, with the exception of Cleveland, there is little programming available in the VEPD's scheduled for review which would require efforts in the direction of improvement or expansion. Therefore, the major thrust of the Special Needs Service will be that of assisting the VEPD's in developing special needs assessments for their special populations, encouraging, considering and reviewing needed programs and services and initiating viable and effective programs to serve the disenfranchised populations.

DIVISION OF GUIDANCE AND TESTING

The staff of the Division of Guidance and Testing was involved in 188 PRIDE Self Reviews during the 1972-73 school year. One phase of the review is to assist counselors in working with the Ohio Vocational Interest

Survey. During the four years of using this instrument, it has been found that the best results have been secured by using it at the eighth grade level. It is recommended that a new evaluation of the use of all test instruments be conducted at the end of the five year cycle in 1975.

There are four steps for assessing student interest. The first step is devoted to planning for an interest survey. Step number two deals with orientation programs that precede the administration of instruments designed to measure student interest. The third phase is devoted to details for administration of the instrument or instruments designed to access interest. The fourth step includes suggestions for interpreting results obtained from the interest measuring devices.

The following outline has been designed to assist counselors as they conduct planned programs of orientation and exploration devoted to vocational planning.

A. Educational keystones:

1. Any appropriate goal of education is employability.

2. Finding purpose in life is another appropriate goal.

3. Student involvement in planning and in evaluation is beneficial.

4. The meaning of an experience is not always self-evident and therefore requires an opportunity for analysis.

5. In school settings choices are sequential and chronological.

6. Opportunities and school requirements often make decisions possible.

B. Guidance is needed where real choices are available:

1. Choices are influenced by facts, perception of facts, self interest, and myth.

2. Choices are influenced by a student's self-concepts.

3. Identifying valid value determinents encourage choice making as a highly personal activity.

C. Orientation includes both a time and a goal dimension:

1. It involves relating one's self in time to future opportunities.

2. It encourages the identification of alternative goals.

3. It includes youth's discovery of society's expectations.

D. Exploration involves opportunity and risk:

1. It is a venture into the unknown to identify opportunities.

2. Opportunities sought are those which seem to meet an individual'a values.

3. It is a search which is both planned and random.

4. Risk occurs because students respond to events in unique and various ways.

Prior to the administration of the OVIS, counselors are encouraged to use the OVIS Orientation Notebook 1. This provides an opportunity to discuss interests in terms of:

1. What is an interest?

2. What do you like to do?

3. What would you like to do?

4. How will OVIS attempt to measure your interest?

5. How will you show your like or dislike for an OVIS item?

6. The occupations related to the OVIS job activities.

7. An overview of the 24 OVIS scales and related jobs.

It is emphasized that OVIS is not a test. The correct answer to each item depends upon the student's personal feelings about each job activity.

After the administration of OVIS, it is recommended that counselors use OVIS Interpretation Notebook 2. This includes:

1. Survey reaction worksheet.

2. How your interest will be described.

3. Your expressed interest.

4. Your highest measured interest.

5. Your first choice of occupational plans.

6. Locating occupations which interest you.

7. Relating the 24 OVIS scales and related jobs.

8. Exploring occupations which interest you.

The reaction of counselors to the PROGRAM REVIEW FOR GUIDANCE as a part of the overall PRIDE review has been extremely positive. Improved understanding of local guidance programs has resulted from the use of tests committees. These committees review the status of the school's:

1. Guidance staff.

2. Guidance facilities and equipment.

3. Guidance coordination and administration.

4. Guidance activities.

5. Administration and teacher participation.

As a guideline, guidance programs are reviewed in terms of Nine Dimensions as follows:

1. Information service.

2. Pupil appraisal and record service.

3. Group guidance service.

4. Counseling service.

5. Consultative service.

6. Parent conference service.

7. Resource coordination service.

8. Placement service.

9. Evaluation and planning service.

In all reviews the objectives of the guidance program are reviewed as they relate to students, teachers, administrators, parents and counselors with regard to:

1. Assistance to students.

2. Assistance to teachers,

3. Assistance to administrators,

4. Assistance to parents,

5. Assistance to counselors.

6. Assistance to community.

Each year there has been noted improvement and participation in the PRIDE programs as a result of continuing and expanded efforts on the part of the state staff in the Division of Guidance and Testing working cooperatively with the staff members in the Division of Vocational Education. It is anticipated that these positive relationships can continue to be expanded upon and improved.

AGRICULTURAL EDUCATION

Section I General Purpose of Ohio's Agricultural Education Program

The purpose of the Agricultural Education Program is to provide quality education as a part of the total program of public education, in agri-business, natural resources, and environmental protection. Programs shall be for all persons in all geographical areas preparing for employment in, or employed in, occupations requiring knowledge and skills in agri-business and related sciences at the pre-vocational, vocational, and technical levels. Programs must be commensurate with the employment, technical and economic needs and demands of the state's total agri-business and natural resources industry.

Section II The Primary Purpose of Supervision of Agriculture Education in Ohio

The primary purpose of the state supervisory staff in Agricultural Education is to provide educational leadership and management to maintain present programs at an efficient and effective level, to expand present programs to reach more people; to extend by adding new programs, and to improve programs with the development of local leadership and supervision.

Section III Agricultural Education Service Program Objectives from July 1, 1972 to July 1, 1977

A. To provide a career orientation program for 270,000 students in the next five years at the seventh and eighth grade levels.

B. To provide basic educational programs in Agri-business, Natural Resources, and Environmental Protection for 10,182 ninth and tenth grade students each year.

C. To provide specialized Agricultural Education programs for 12,091 eleventh and twelfth grade students in production, agri-business, agricultural-industrial equipment and services, agricultural products, horticulture, resource conservation and recreation, environmental science, forestry, disadvantaged and handicapped youth (AWE).

D. To provide a statewide FFA program of leadership and citizenship development as an integral part of the instructional program for all students enrolled in all agricultural education instructional areas.

E. To continue to maintain and develop a Conservation Education, Leadership Development, and Recreation Center to serve in-school and adult groups at FFA Camp Muskingum.

F. To provide post-secondary programs for 2,000 students to be trained as agricultural technicians.

G. To provide continuing preparatory and supplementary educational programs for 5 percent of the adult agricultural work force.

H. To provide continuing preparatory and supplemental educational programs

and a statewide Young Farmer organization for 2,000 young farmers enrolled in organized instructional programs.

I. To develop a statewide environmental management center for training and retraining semi-skilled and skilled people for environmental control occupations.

J. To provide assistance and leadership to 565 teachers in selecting, procuring, and using curriculum materials.

K. To provide and conduct a pre-service and in-service educational program to meet the needs of all teachers, supervisors, and state staff members in Agricultural Education.

Section IV PRIDE Field Activities for 1972-73

Summary:

	NW	NE	SE	SW	TOTAL
No. of VEPD's Involved	5	5	4	5	20
No. of School Districts Involved	35	10	22	13	180
No. of High Schools Involved	35	10	22	13	180
No. of Ag. Programs Involved	32	3	24	12	71
No. of Ag. Committee Members Involved	192	18	144	72	426

Summary of Statewide Activities

1. Seventy-one Vocational Agriculture programs were completely evaluated by a local review committee and a member of the state supervisory staff and recommendations made to develop and expand each program.

2. Over 400 Vocational Agriculture teachers, farmers, agri-business employees, guidance counselors, and lay people in the community helped to review, develop, and recommend changes in the above program.

Section V Findings from PRIDE Activities in 1972-73

The review of all programs has outstanding leadership from the Vocational Education Planning District Administrators who served as coordinators of the 19 planning districts. In many cases, the local agricultural supervisor or a teacher selected by the coordinator served as the agricultural education chairman. These people were very cooperative, had excellent attitudes, and maintained a time schedule which helped conserve time and made materials and resources available to us.

As a result of the self-review reports and personal visits to all existing Agricultural Education programs, the following findings from PRIDE Activities are:

A. Curriculum

1. Most programs have a well-planned yearly curriculum in detail organized by weeks of the year.

2. Off-farm agricultural program instructors are doing very little group instruction during the summer season. The majority is individual instruction.

3. Fifty percent of the production agriculture instructors are not up-grading the curriculum to meet the up-to-date information available to teach to high school students, adults, young farmers, and agriculturalists.

4. Ninth and tenth grade programs are not available to all students in all schools.

5. Instructional materials need to be up-graded in many schools. An average of $200 per department needs to be spent.

6. Many program curriculum plans do not include sufficient instruction to meet the performance and behavioral objectives needed by the students.

7. Additional programs in some taxonomies need to be added.

B. Facilities

1. Housekeeping in the laboratories is a common problem.

2. Fifty percent of the schools have a need for the expenditure of funds in redesigning lab space, heating, ventilation problems, and reconditioning usable equipment.

3. Storage of materials is a constant problem.

4. Many schools do not have available the minimum tool requirements for small engine instruction.

5. Existing land laboratories have not been developed to make them a good instructional aid.

6. Budgets have not been established by the local school board to purchase needed consumable supplies and additional equipment as needed.

C. Staff

1. Vocational Agriculture teachers are doing an excellent job of participating in in-service training programs available to them.

2. Many teachers need secretarial assistance.

3. Career orientation must take place to insure the enrollment of all students who desire skills and abilities in agricultural occupations.

4. The use of community resources are necessary to up-grade the instructional program.

5. More teacher time must be available and used to properly supervise the occupational experience of the students.

6. Twenty-five percent more adult education is needed in all taxonomies of agriculture education.

7. Many teachers need to improve the local leadership development program through the FFA.

8. Teachers need to perform on a full-time year round basis in production agriculture and no less than six weeks basis in all other taxonomies of the program. Production agriculture programs need to be continuous programs throughout the year.

D. Students

1. In general, most students are enrolled in Vocational Agriculture programs because they have a desire to gain skills in the agriculture taxonomies.

2. All students in all programs need to develop a supervised occupational experience program.

3. All students in all programs at the eleventh and twelfth grade levels need the ninth and tenth grade plant and animal science and shop skill program as a part of a total program of agricultural education.

4. More students must be guided to the specialized agricultural education programs at the high school and technical levels.

E. Administration

1. Most school administrators in these 19 Vocational Education Planning Districts are providing excellent leadership toward the development and expansion of agricultural education programs.

2. Some administrators need to give leadership toward improvement of public relations, provide a more complete guidance program, and help to improve physical facilities.

Section VI Conclusions from PRIDE Findings in 1972-73

1. Full-time Agricultural Education supervisors are needed in each Vocational Education Planning District to coordinate and supervise all programs in agriculture. By 1975-76, all programs and teachers would be funded and administered through the Vocational Education Planning District.

2. More career orientation coordination must be used by the agricultural education and guidance personnel to make it possible for all students wanting and/or needing skills and abilities in agriculture at all levels have an opportunity to enroll.

3. More teachers must conduct adult education programs in all taxonomies of agriculture.

4. Most local schools need to up-grade laboratory facilities and equipment to meet the need of their students.

5. All schools need to establish an annual budget for the securing of instructional materials.

6. Better use of community resources are necessary to up-grade the instructional program.

7. Additional units of off-farm programs must be added where there is a need.

8. More local schools need to add ninth and tenth grade agricultural instructional programs.

9. All teachers must continue to up-grade themselves by participating in a well designed in-service training program.

10. Teachers employed in the specialized non-farm programs must offer a program of group instruction including 30 hours of instruction per student during the summer months.

Section VII Recommendations from PRIDE Conclusions in 1972-73

Local Planning and Administration

1. The local agricultural education staff in cooperation with the local administrators will develop quantitative objectives for a five-year program in the local school district. The state supervisory staff would review and assist in the revision of these objectives.

2. An advisory committee recommended by the school administration and appointed by the Board of Education will review, at least once a year, the progress of the total program and make recommendations for development and expansion of each program of vocational agriculture.

3. The local agricultural education staff will review monthly the progress of the five-year plan.

4. The local agricultural education staff will develop a list of resources available and plan for the use of these resources in accomplishing the objectives.

State Field Activities

1. The members of the supervisory staff responsible for the programs and activities in the vocational planning district shall develop a yearly plan and time schedule with sufficient allocation of state staff time to evaluate the implementation and completion of the recommendations as indicated by the programs and activities in meeting objectives.

2. Develop with the agricultural education personnel in the vocational planning district the management by objectives concept.

3. To develop and implement a plan of communication between the state staff and local districts.

4. To assist the local agricultural education staff in developing its qualities of leadership that are necessary to manage and direct a total program of agricultural education.

5. The Agricultural Education Service has developed specific quantitative objectives with programs and activities to accomplish these objectives within the next five years. Local programs will be "geared" to meeting these statewide objectives.

BUSINESS AND OFFICE EDUCATION

Section I Service Area Description

Business and Office Education is designed to give initial preparation, refresher, and upgrading instruction for occupations relating to the facilitating office function including activities of recording and retrieval of data, office supervision and coordination, internal/external communications, and information reporting.

The goals include providing BOE programs for at least 18 percent of all high school graduates. Adult and technical programs will be offered in the overall goal.

BOE programs are established by criteria approved by the State Board of Education and are developed, administered, and evaluated (PRIDE) by the staff.

Section II Goals and Purposes

1. Establish programs in all schools which have the student base to support a program.

2. Continue the program approach to Business and Office Education as opposed to the subject approach.

3. Develop quality programs to enable the students to be contributing members of society through the development of the necessary skills, attitudes, and work habits.

4. Duplicate the modern office of today in the school laboratory encompassing the open concept and office landscaping and up-to-date equipment and full-size office furniture.

5. Develop and establish programs where needed for new and emerging office occupations.

6. Promote youth club activities as an integral part of the curriculum of all programs.

7. Promote and establish adult programs.

8. Continue to support the PRIDE program as an effective means for improvement and evaluation of programs.

Section III Program Objectives

Statistical assumptions used on following table (page 27):

1. All JVS programs will use Type 00 programming (1 unit per class).

2. All other schools will project at the rate of current operation (Type 00, 01, or 02).

3. A minimum average of 20 per class will be used. All programs will be less than maximum enrollments.

4. Programs will be initiated according to the dates specified in the Local Planning District Plan.

5. Projected enrollments are assumed to be accurate and realistic.

6. Programs projected by districts were planned on the basis of employment opportunities in the respective districts.

7. Programs were planned on the basis of needs of the students in their respective districts.

8. Staff projections for FY75 did not delete currently operating programs unless stipulated in Local Planning District Plan, and at the same time assumed enrollments might fluctuate on divergent patterns from plan.

9. Unit count projected to FY75 is inflated on the basis that additional programs planned to JVS situations were assumed to go to the JVS at the rate of Type 00 programs (1 unit per section).

10. All Type 02 programs will operate at .67 unit.

11. Staff assumes that FY75 projections will be subject to yearly revisions and adjustments including review.

12. If programs were proposed to exceed the 23 percent of enrollment in the Local Planning District Plan, these programs were accepted; if planning by the Local Planning District fell below 23 percent, projection to FY 75 was made to 23 percent.

13. Local projections of the VEPD too often do not reflect communication, agreement, and total planning by ALL districts within the VEPD and must be supplemental by leadership and clarification by State Staff.

SUMMARY SHEET ALL DISTRICTS TABLE

VOCATIONAL EDUCATION PLANNING DISTRICT
PROJECTED ADM AND INSTRUCTIONAL UNITS
WORKSHEET
(USED IN CONJUNCTION WITH OVP-1, 2, 3)

STATE DIVISION OF VOCATIONAL EDUCATION PROJECTIONS

Plan. Dist.	Project. Number of Students By 1974 Col. 7	Min. No. Students to be provided Vo Ed Col 9	Program Taxonomy	ENROLLMENT AND UNIT PROJECTION									
				1971		1972		1973		1974		1975	
				ENR.	UNITS	ENR.	UNITS	ENR.	UNITS	ENR.	UNITS	ENR.	UNITS
			14.0100	1,444	55.44	1,541	63.15	2,271	94.49	3,090	138.50	4,028	183.90
			14.0200	1,000	38.16	1,035	44.86	1,541	64.82	2,221	94.15	3,125	134.15
			14.0301	293	13.16	302	13.67	421	20.64	516	24.64	732	35.98
			14.0302	313	15.14	318	15.59	437	20.25	681	30.06	807	35.74
			14.0303	5,892	211.10	6,657	267.46	8,161	335.65	9,561	385.27	11,464	466.37
			14.0399	234	11.83	271	14.00	355	19.83	931	36.86	1,303	49.03
			14.0400									20	1.00
			14.0500	15	.50	29	1.34	30	1.66	80	3.00	132	5.67
			14.0600			24	1.00	67	3.00	107	5.00	200	8.00
			14.0700	9,358	324.57	9,836	387.97	11,131	445.00	12,424	500.16	14,097	574.09
			14.0800	34	1.66	52	2.49	40	1.66	40	1.66	40	1.66
			C. O. E.	3,678	197.47	3,943	210.47	4,607	233.00	5,233	259.00	5,897	287.00
	Totals for Districts			22,261	869.03	24,008	1022.00	29,031	1240.00	34,883	1478.30	41,845	1782.59
SUPERVISORS 101 FT 24½T			ADULT FT			60	3.00	540	27.00	2,160	108.00	2,380	119.00
			PT(ENR.)			24,901		31,300		38,346		45,177	
			Hours			49,802		62,600		76,692		90,354	

DISTRICTS

TABLE BOE - 1

VOCATIONAL EDUCATION PLANNING DISTRICT
PROJECTED ADM AND INSTRUCTIONAL UNITS
WORKSHEET
(USED IN CONJUNCTION WITH OVP-1, 2, 3)

STATE DIVISION OF VOCATIONAL EDUCATION PROJECTIONS

Program Taxonomy	ENROLLMENT AND UNIT PROJECTION											
	1971		1972		1973		1974		1975		1976	
	ENR.	UNITS	ENR.	UNITS	ENR.	UNITS	ENR.	UNITS	ENR.	UNITS	ENR.	UNITS
14.0100	1,444	55.44	1,541	63.15	2,271	94.49	3,090	138.50	4,028	183.90	4,247	192.06
14.0200	1,000	38.16	1,035	44.86	1,541	64.82	2,221	94.15	3,125	134.15	3,230	138.98
14.0301	293	13.16	302	13.67	421	20.64	516	24.64	732	35.98	847	41.47
14.0302	313	15.14	318	15.59	437	20.25	681	30.06	807	35.74	898	40.74
14.0303	5,892	211.10	6,657	267.46	8,161	335.65	9,561	385.27	11,464	466.37	11,642	475.86
14.0399	234	11.83	271	14.00	355	19.83	931	36.86	1,303	49.03	1,366	53.03
14.0400									20	1.00	35	2.00
14.0500	15	.50	29	1.34	30	1.66	80	3.00	132	5.67	175	8.34
14.0600			24	1.00	67	3.00	107	5.00	200	8.00	200	8.00
14.0700	9,358	324.57	9,836	387.97	11,131	445.00	12,424	500.16	14,097	574.09	14,225	579.41
14.0800	34	1.66	52	2.49	40	1.66	40	1.66	40	1.66	40	1.66
C. O. E.	3,678	197.47	3,943	210.47	4,607	233.00	5,233	259.00	5,897	287.00	5,975	291.00
Districts	22,261	869.03	24,008	1022.00	29,031	1240.00	34,883	1478.30	41,845	1782.59	42,880	1832.55
24½T ADULT FT			60	3.00	540	27.00	2,160	108.00	2,380	119.00	2,420	121.00
PT(ENR.)			24,901		31,300		38,346		45,177		53,075	
Hours			49,802		62,600		76,692		90,354		106,150	

Section IV PRIDE Field Activities

The number of administrative units, programs, and personnel involved in PRIDE during 1972-73 are:

Region	VEPD	Districts	High Schools	Programs	Committee Members
Northwest	5	36	37	26	162
Northeast	5	11	11	20	152
Southwest	4	25	27	20	149
Southeast	5	28	46	67	536
Total	19	100	121	133	999

The number of administrative units, programs, and instructors visited in PRIDE during 1972-73 are:

Region	VEPD	Districts	Schools	Programs	Instructors
Northwest	5	20	21	26	45
Northeast	5	9	9	20	34
Southwest	4	12	13	20	33
Southeast	5	12	28	67	110
Total	19	53	71	133	222

Section V Findings and Implications

1. Administration and Supervision

   Local Board Policy Manuals need to be revised to include vocational education. Local supervisors where employed are assigned too many administrative duties which infringe on the time for BOE. Few criteria violations were found.

2. Adult education needs to be expanded both on course basis and full-time programs.

3. In curriculum and instruction, the establishment and use of an advisory committee is the most pressing need. Integration at the junior level and simulation at the senior level as methods of instruction need to be implemented and strengthened. Youth club activities need to be implemented in some cases.

4. Facilities and equipment, including maintenance, continue to show improvement. However, additional space for laboratories and up-dating of equipment are needed.

5. The majority of teachers have met the qualifications for teaching in a vocational program; however, strengthened in-service programs are needed at the local and state level.

6. Morale among the students was found to be high. Teachers need to have more input into the process of selection of students for the programs. Early graduation is beginning to be a paramount problem for senior programs. A placement service for graduates, perhaps on the VEPD level, is needed.

7. Follow-up of graduates needs to be expanded to include more information concerning the program than just determining the number of graduates employed.

Section VI Conclusions and Recommendations for BOE staff

1. At every opportunity, place strong emphasis on the value and need for an active advisory committee.

2. Work closely with local BOE supervisors since they hold the key to development of quality programs.

3. Continue to develop and publish program curriculum guides.

4. Continue state level in-service meetings with emphasis on:

   A. Advisory committees

   B. Adult programming

   C. Methods of integration and simulation

   D. Improving the student selection process

   E. Youth Club activities

   F. Early graduation problems

   G. Improved methods of placement and follow-up

DISTRIBUTIVE EDUCATION

Section I Service Description

Distributive Education

The purpose of distributive education is to provide quality education as a part of the total program of public education, to meet the needs of all persons who desire to enter, progress, upgrade and improve their skills, attitudes, knowledge and ability in occupations involving one or more of the marketing functions involved in the merchandising, marketing or management of the distribution of all manufactured or produced commodities, goods and services.

The functions of marketing include buying, selling, storing, trans-

porting, risk bearing, financing, marketing research, standardizing and grading, as performed by proprietors, managers and employees in all retail, wholesale and service businesses and in those marketing activities performed by all manufacturers and producers of commodities, goods and services.

The Distributive Education Services of the Division of Vocational Education, Ohio Department of Education, has the responsibility and authority to provide leadership to and administer a statewide program of distributive education that is organized and conducted in cooperation with public schools and private schools and educational agencies that are operated under the control of or contract with the State Board of Education.

Occupational Work Adjustment

The purpose of the Occupational Work Adjustment program administered by the Distributive Education Service, is to provide a meaningful career oriented education program for 14 and 15 year old under-achieving dropout prone youth.

The program is designed to allow the students to become re-oriented and motivated toward education and explore careers through work experience and thus becomes a means of helping students move into the educational mainstream and participate in any educational program which fits the individual students interest, needs and abilities.

The Distributive Education Services of the Division of Vocational Education, Ohio Department of Education, has the responsibility and authority to provide leadership to and adminster a statewide program of occupational work adjustment that is organized and conducted in cooperation with public schools and private schools and the educational agencies that are operated under the control of or contract with the State Board of Education.

Section II Goals of Service

Distributive Education

Provide leadership for the improvement of on-going and for the development of new pre-vocational, vocational, technical and adult programs in distributive education.

Develop standards for and approve programs, facilities and equipment for pre-vocational, vocational, technical and adult distributive education programs.

Approve programs in distributive education in accordance with standards for Ohio School Foundation units and allocate state and federal vocational funds for programs approved.

Provide leadership for the further development of youth organizations as an integral part of distributive education for students preparing for employment or further education in the field of distribution.

Occupational Work Adjustment

Provide leadership to the improvement of on-going and the development of new programs in occupational work adjustment.

Develop standards for and approve programs, facilities and equipment for occupational work adjustment programs.

Approve programs in occupational work adjustment in accordance with standards for Ohio School Foundation units and allocate state and federal vocational funds for programs approved.

Provide leadership to the further development of youth organizations as an integral part of occupational work adjustment for students preparing for further education or employment.

Section III Management by Objectives

Distributive Education

Objective #1:

To provide basic educational programs in distribution and marketing for 18 percent of the secondary level students with 10 percent of the programs being in specialized programs of instruction to serve the needs of the following numbers of persons:

Scope	1973-74	1974-75	1975-76	1976-77	1977-78
Coop & Project	12,881	13,831	14,781	15,731	16,681
Specialized	90	90	90	90	90
Total Students	12,971	13,921	14,871	15,821	16,771
Total New Units	33	30	30	30	30
Total Units	389	419	449	479	509

Objective #2:

To provide information relative to vocational education programs in distribution and marketing for improvement, development, and expansion to review the educational process variables indentified as (1) curriculum and instruction, (2) facilities and equipment, (3) instructional staff, (4) students and (5) product review.

Vocational Education Planning Districts -- 109 -- with 20 percent of the programs reviewed annually.

Number of Programs Reviewed	1973-74	1974-75	1975-76	1976-77	1977-78
	78	84	90	96	102

Objective #3:

To provide a statewide DECA program of leadership and citizenship development, as an integral part of the instructional program for students enrolled in all secondary distribution and marketing areas.

Scope	1973-74	1974-75	1975-76	1976-77	1977-78
	70% Mem.	75% Mem.	80% Mem.	80% Mem.	80% Mem.
	9,079	10,440	11,896	12,656	13,416

Objective #4:

To provide continuing preparatory and supplementary educational programs for 15 percent of the adult distribution and marketing work force. Projected number of persons to be served:

	1973-74	1974-75	1975-76	1976-77	1977-78
No. of Persons to be served	44,750	53,450	62,160	70,000	77,840

Occupational Work Adjustment

Objective #1:

To provide basic educational programs in OWA to meet the needs of students considered as potential drop-outs, 14-15 years of age.

	1973-74	1974-75	1975-76	1976-77	1977-78
Total Students	6,602	7,123	8,398	9,673	10,948
Total New Units	51	75	75	75	75
Total Units	344	419	494	569	644

Objective #2:

To provide information relative to occupational work adjustment programs for improvement, development and expansion and to review the educational process variables identified as (1) curriculum and instruction, (2) facilities and equipment, (3) instructional staff, (4) students and (5) product review. Total Vocational Education Planning Districts -- 109 -- with 20 percent of the programs reviewed annually.

	1973-74	1974-75	1975-76	1976-77	1977-78
No. of Programs Reviewed	69	84	99	114	129

Section IV PRIDE Field Activities - 1972-73

Distributive Education -- Units involved

Region	VEPD	School Districts	High Schools	Programs	Instructors	Committee Members
Northwest	5	7	7	7	7	45
Northeast	5	10	10	11	11	61
Southwest	4	9	8	9	9	72
Southeast	4	9	21	23	23	138
OWA--Ohio	11	16	33	36	36	235

Distributive Education -- Units visited

Region	VEPD	School Districts	High Schools	Programs	Instructors
Northwest	5	7	8	7	7
Northeast	5	10	10	11	11
Southwest	4	9	8	9	9
Southeast	4	9	21	23	23
OWA--Ohio	11	16	33	36	36

Section V Findings

Distributive Education

1. Local administrators are becoming more aware of the program goals and objectives.

2. Teachers are becoming more involved in program planning as a result of a critical self review through the use of PRIDE.

3. The majority of coordinators lacked individual training plans for each student on his or her training stations.

4. Existing facilities and equipment are being used more efficiently; however, many programs lack adequate equipment.

5. Teachers, employers, administrators and counselors are working more closely together in determining the qualities necessary for success on the job in various distributive occupations; however, local advisory committees should be utilized on a continuing basis.

6. Some coordinators needed more up-to-date curriculum materials, textbooks, etc. for use in the program.

7. More coordinators are becoming involved in the promotion and development of adult courses in distributive education and are teaching these courses when necessary.

8. Better use is being made of instructional media in the classroom.

9. More adequate records are being kept on all program graduates.

10. Most of the teachers hold a four year certificate in distributive education. A few schools had staff that needed additional professional hours in distributive education.

11. Youth club activities are on the increase in nearly all of the districts involved.

12. Nearly one-half of the schools indicated improvement was needed in work with local advisory committees.

13. Several districts could support a full-time adult distributive educational program.

14. Intensive in-school laboratory programs are needed for juniors and sophomores in the area of distribution.

15. Some districts reported a need for more equipment and a better variety of equipment.

16. Most students are placed in acceptable distributive occupations for their training stations.

17. A need for more full-time distributive education local supervisors.

18. Consideration was being given to specialized programs in distribution such as broadcasting arts, fashion coordinating, mass merchandising, display, warehousing, etc.

Occupational Work Adjustment

1. Curriculum needs to be developed to meet individual student needs as well as to incorporate more vocational and job orientation.

2. More administrators are well informed and enthusiastic about the objectives and result of the program.

3. Facilities, equipment and expendable materials are inadequate for most OWA programs.

4. The coordination aspects and activities of coordinators need to be strengthened, particularly, in visitations and the relating of work to school.

5. Coordinators are doing an excellent job in selecting students who meet the criteria for entrance in the program.

6. Less than one-half of the students are employed in private business or industry.

Section VI Conclusions and Recommendations

Conclusions and recommendations are based upon the reports given and findings. The local reports can become the base for program improvement and will be referred to in follow-up visits of state staff.

Distributive Education

Conclusions are:

1. Work with local advisory committees has improved but more effort needs to be expended in this area.

2. The use of training plans has improved but much more work needs to be done in the development of individual training plans for each individual student on his or her particular training station.

3. Follow-up studies are being carried on; however, more comprehensive five year follow-up studies need to be conducted.

4. Teachers are using audio-visual instructional aids to a greater degree in their individual programs.

5. Coordinators need to become more adquately involved in the student selection process and the development of criteria for student selection.

6. More programs need to be developed to meet the needs of juniors and even sophomore students.

7. More teacher education services need to be provided to meet the needs of in-service training as well as pre-service training.

8. Teacher education needs to develop courses that provide instruction for specialized program instructors and for project program instructors.

9. Communications and public relations need to be strengthened between teachers, administrators, parents and employers.

10. Coordinators want and need a better variety of equipment for their individual programs.

11. Youth club activities are involving more students but efforts need to be expended at the local level to involve, to a greater degree, all students in the youth activity chapter.

12. Supervisors, directors and teachers are revising program offerings and they are looking for programs that will better meet student and community needs.

13. The distributive education program is educating and training students to meet the needs of employers.

14. Students should have a career objective on file which relates to their program of instruction and job placement.

15. Home visitations should be made by teacher coordinators during extended service and throughout the year.

Occupational Work Adjustment

Conclusions are:

1. Space, facilities and equipment continue to be an area of concern and need for OWA programs.

2. More students need to be placed in private industry.

3. A better follow-up program needs to be developed to identify what programs of education are being followed by students completing the OWA program.

4. More teacher education services need to be provided to meet the needs of in-service and pre-service training.

5. Communications and public relations need to be strengthened between teachers, administrators, parents and employers of students enrolled in OWA programs.

6. Coordinators need to provide and make the time necessary for visitation of students on-the-job and then, relate the work to the school curriculum.

7. The OWA program is working effectively in meeting the needs of students in relevancy in education and dignity in work.

Section VII Summary

In summary, the PRIDE activities at the local level have pointed up a variety of functions that need to be improved -- but PRIDE is working and is of value to local districts. Much improvement has been in evidence as a result of PRIDE (1972) and subsequent follow-ups by state staff personnel

New programs have been developed as a result of recommendations made by local personnel involved in past PRIDE activities although only a few programs have expanded at the local level as a result of PRIDE activities.

HOME ECONOMICS EDUCATION

Section I Service Description

Vocational Home Economics is a multifaceted program requiring extensive administrative, management, and supervisory functions as programs are implemented at secondary, post-secondary and adult levels throughout the school districts.

The major emphasis of Vocational Home Economics is directed toward helping individual students prepare for the occupation of homemaking and for jobs related to home economics knowledge and skills in a career oriented society.

For both youth and adults the program encompasses:

1. Consumer and Homemaking Education
2. Impact
3. Consumer and Homemaking FHA; HERO-FHA
4. Consumer Education
5. Job Training Education
6. Adult Education
7. Family Life Education
8. Technical Education

To carry out the above programs cooperation and work with a wide variety of individuals and organizations is necessary and a vital part in implementing the programs. Considerable emphasis is given to in-service meetings with advisory committees (Consumer Homemaking, Job Training, and Consumer Education), teacher educators in nine universities, consumer coordinators in VEPD's along with in-service meetings for all educators interested in consumer education, local home economics supervisors who give guidance to vocational home economics in planning districts and city programs, outside supportive agencies such as Ohio Nutrition Committee, Ohio Farm and Home Electrification Council, Home Economics Extension Service, State Welfare Department, State Health Department, Consumer Education organizations, and other state educational divisions.

In addition, certification requirements are checked and approved for all individuals whose qualifications are uncertain. This is a half-time job for one staff member.

Curriculum is constantly in need of revision and upgrading, teachers

need in-service help, especially non-certified individuals in job training programs. One staff member gives full time to this requirement.

Section II Service Goals

Vocational Home Economics has two major purposes or goals:

1. Consumer and Homemaking programs are designed to help young people and adults to understand the importance of decision-making while coping with life's many roles. The program is especially designed to provide help to males as well as females in two basic roles (dual role) of establishing a home, with all the complexities, as well as working outside the home, simultaneously. The emphasis is on how to manage:

   A. Personal & Family Relations

   B. Consumer Economics

   C. Foods, Nutrition, and Health

   D. Clothing and Textiles

   E. Child Development

   Due to inadequate time to perfect all of these skills during class-time at the secondary level, students participate in home and community experiences to strengthen and extend classroom activities.

   Disadvantaged students in grades seven and nine in economically depressed areas are given help in personal improvement and home-making education to improve self images, to gain positive attitudes toward home, family, and school and to develop basic homemaking skills. Parent involvement is an integral part.

   Consumer Economic Education is of vital concern for all individuals. By giving leadership in coordinating the educational efforts throughout the entire school curricula and for adults, home economics has as a goal to encompass six areas of learning related to this pertinent subject. The areas are:

   A. Economic System

   B. Income Procurement

   C. Consumer Behavior Determinants

   D. Consumer Alternatives

   E. Roles, Rights, and Responsibilities

   F. Community Resources

Adults are provided opportunities to develop supplemental homemaking skills to better prepare them for meeting the many demands of homemakers in this changing society.

The goals for families in inner cities and rural Appalachian areas are to improve conditions of home and family by helping residents of these disadvantaged areas to make the base use of their resources and to improve self-image and relationships within their families with the ultimate goal of breaking the poverty cycle.

The purposes and goals of the Home Economics youth organization are to provide opportunities for young people to grow as individuals, to work on improvement of family life, to become involved in community activities and to prepare for jobs and careers.

2. The second major purpose or goal is to prepare high school students, 16 years of age or over, as well as adults, for jobs requiring home economics knowledge and skills. Through related classroom instruction and intensive laboratory or on-the-job training, skills can be developed to prepare students for child care services, community and home services, fabric services, food services, and multi-area services.

   Adult can be helped to develop preparatory and supplemental employment skills through intensive job training programs.

   The technical programs prepare individuals for para-professional responsibilities in the areas of child development and food service.

Section III Management by Objectives

This data can be more accurately achieved from finalized computer print-outs in the Research and Survey Section. (The federal descriptive report will contain the same information).

Section IV PRIDE Field Activities for 1972-73

Statistical Information
Schools - Personnel - Programs Involved in PRIDE in 1972-73

Regions	VEPD	Districts	High School & Junior High School	Programs	Committee Members	Instructors Involved in PRIDE	Non-vocational Instructors Visited
NORTHWEST	003 Ashland Co JVS	5	5 HS 1 Jr HS	12	28	12	0
	047 Hancock Co JVS	10	8 HS 3 Jr HS	19	50	11	3
	082 Mansfield City	1	2 HS 3 Jr HS	9	17	7	1
	068 Auglaize - Mercer JVS	12	11 HS	14	58	13	1
	001 Neil A Armstrong JVS	10	7 HS 1 Jr HS	14	35	15	2
NORTHEAST	092 Massillon City	1	1 HS 2 Jr HS	3	15	5	1
	097 6 District Compact	6	7 HS 4 Jr HS	10	59	17	5
	096 Barberton - Wadsworth	4	9 HS 3 Jr HS	6	37	9	0
	100 Warren City	2	2 HS	2	11	6	1
SOUTHWEST	008 Butler Co JVS	7	7 HS	23	63	9	1
	012 U S Grant JVS	4	3 HS	4	28	5	1
	077 Pike Co JVS	5	5 HS	6	36	5	0
	086 Scioto Co JVS	11	11 HS	27	134	20	2
SOUTHEAST	015 Columbiana Co JVS	8	8 HS	9	61	9	2
	035 Columbus City	5	20 HS 30 Jr HS	10	90	15	0
	036 Eastland JVS	10	10 HS	7	41	17	0
	038 South Western City	1	3 HS 4 Middle	19	137	10	0
	067 Meigs Local	3	3 HS	5	38	6	0
TOTALS		105	173 Schools	199	938	191	20

Section V Findings

A. Administration and Supervisors

There is a definite need for home economics supervisors in 11 of the 18 VEPD's reviewed in 1972-73.

There was definited supportive evidence for vocational home economics by almost all administrators and guidance counselors.

There was need of greater understanding of use of vocational funds allocated to schools as evidenced by questions and comments of most teachers and administrators.

Where a local supervisor is employed in a VEPD, teachers and administrators work more cooperatively toward the success of a vocational home economics program.

B. Adult Education

Sixteen of the 20 VEPD's reviewed by PRIDE teams in 1972-73 offer home economics adult classes with the greatest number of class offerings being in the textiles and clothing and foods and nutrition. Approximately 75 percent of the classes were in these two areas and were supplementary in nature, centering on improved homemaking skills.

Home Economics job training classes on an hourly basis were offered in seven VEPD's, while there were no full-time units offered in any of the 20 VEPD's.

C. Curricular and Instructive

Many schools had outstanding curricula in an atmosphere conducive to learning. The methods and resources used were relevant and meaningful. One district is developing measurable objectives for each program.

A good start has been made in incorporating semester courses and strengthening the integration of consumer education.

There is a need for implementation of individualized instruction in both consumer and homemaking and job training programs.

One VEPD had a full time consumer education coordinator working with all disciplines and grade levels.

There is a need for curriculum continuity with sequential learnings from seventh through twelfth grades and greater correlation is needed among schools in VEPD's.

There is evidence of lack of local and state curriculum guides especially in job training programs.

Up-to-date references, the use of more outside resource persons, and more field trips are needed in many schools.

Consumer and homemaking teachers are not presently using advisory committees to any great extent. Advisory committees for job training programs are not being effectively used in some instances.

In-service help is needed for ineffective teachers in several schools.

More semester courses should be initiated especially in consumer education, child development, human resource management, and personal and family living.

FHA should be integrated in the curriculum offerings to a greater degree than presently in evidence.

Additional teachers would improve program effectiveness in many instances.

Conference periods should be used more effectively in many schools.

Home visits need to be increased and individualized extended experiences made more relevant.

A rotation plan for replacing textbooks, audio-visual materials and reference books should be incorporated in the school budget.

There is insufficient number of job training programs utilizing the nine-week advance placement for in-school students.

There is a greater need for more job training programs and teachers must be encouraged to use the job analysis approach for program content.

There is an interest in more classes for boys - both consumer and homemaking and job training.

Students should be more involved in curriculum planning and have more communication with guidance counselors.

D. Facilities and Equipment

Several departments have their own audio-visual equipment.

Laboratories generally need to have aesthetic qualities improved. In some instances complete redecorating or even remodeling is needed.

Some classrooms in both job training and homemaking are too small for good individualized instruction.

Small electrical appliances need to be added in many schools. Microwave ranges, freezers, and dishwashers would help with new dual role curriculum emphasis.

A rotation plan for purchasing and replacing equipment and improving facilities needs to be implemented in most schools.

Housekeeping and department management could be improved in many schools.

Lighting and ventilation needs to be improved in several schools.

Rooms need to be more flexible for large group, small group and individual instruction.

Equipment for areas other than foods and clothing need to be added in many schools such as laundry, child care and consumer education.

Additional space (rooms, including storage) is needed in several schools.

Demonstration tables are needed in many schools.

E. Instructional Staff

All teachers in consumer and homemaking hold at least a four year provisional certificate.

Teachers understand students and have a desire and dedication to work with students. Some are outstanding in this respect.

Teacher-coordinators visit job stations frequently.

Teachers are enthusiastic for the program and believe in its real value.

In most instances teachers cooperate with each other to lend strength to two year job training programs.

Many teachers work with guidance counselors in recruiting students in ninth and tenth grades as well as interesting them in the job training programs and semester consumer and homemaking courses.

Teachers in many instances need laboratory assistants.

Several job training teachers lack a variety of work experiences in their background.

Several job training teachers do not hold four year vocational provisional certificates.

Several teachers need to work on better communications with co-workers.

Many staff members need upgrading in content areas.

More teachers need to join and be active participants in professional organizations.

Teachers need help in being more creative and in using more effective teaching methods.

Teachers often need to promote the breadth of a vocational program.

F. Students

A majority of the students are enthusiastic, cooperative, eager to learn and enjoy the variety of offerings of the vocational home economics courses.

The students through their own interests act as public relation agents.

Students are encouraged to try to succeed in some way, to help others, and to view mistakes and failures as means of learning.

A good percentage of girls are enrolled in home economics classes where programs are offered. FHA membership is good in many schools.

Students in job training programs are usually genuinely interested in home economics related occupations.

There is a lack of adequate student selection procedures, a lack of involvement with HERO-FHA.

Some students are not oriented toward a goal and lack respect for business rules.

FHA and HERO should be promoted in a manner to interest non-rural students.

All levels of students should be motivated to enroll in home economics classes.

Student fees should be eliminated to permit all socio-economic levels of students to elect the courses if they so desire.

G. Product Review

In job training programs student placement in jobs related to preparation is equal to that of other vocational services but this needs to be continually emphasized.

Business and industry in the communities are supporting programs by repeatedly asking for students from the programs.

In most cases there are inadequate follow-up reports.

There is a lack of placement services and also jobs in several communities.

Placement of students for cooperative learning experiences in child care is difficult due to State Day Care Licensing Bill.

A five year follow-up plan and instrument to use for this follow-up is needed.

Section VI Conclusions and Recommendations

A. Administration and Supervision

Most administrators were very supportive of Vocational Home Economics Programs.

Full-time Vocational Home Economics supervisors are needed in each Vocational Education Planning District to coordinate and supervise all programs in home economics. Only two of the planning districts had local supervisors.

Local supervisors must continue to aid public relations, promotion of local programs to help meet state objectives and assist in follow-up activities to see that local priorities as defined by PRIDE are met.

Local supervisors should continue their progress in working towards development of job training programs based on job market information.

Local supervisors should work with consumer and homemaking teachers to see that subject matter content is based upon the changing role of the homemaker in today's society.

Local supervisors need to take greater responsibility with leadership of VEPD youth activities.

As Consumer Education Programs increase locally, there is a need for each VEPD to employ a coordinator to give leadership to this area of instruction at all grade levels and all disciplines involved.

B. Adult Education

Local home economics teachers and supervisors are being urged to help promote and encourage adult classes on a more comprehensive basis. They are further urged to use community surveys to determine if home economics job training classes should be offered and, if so, lend support to the implementation of these. Full-time adult programs must be encouraged where justified.

C. Curriculum and Instruction

Teachers need to more carefully analyze the role of homemakers and critically review curriculum in light of current data and trends.

Assistance is needed for the development of individualized learning packages.

Local courses of study are needed which reflect changing needs of business and industry. Much more emphasis must be given to job analysis in curriculum development.

D. Facilities and Equipment

Local schools need help in understanding the need to have plans for replacing equipment and resource materials to enhance an up-to-date program of instruction.

Job training equipment and facilities need to be continually analyzed to see that they are commensurate with needs of business and industry.

Financing for replacement of equipment must be incorporated in local budgets.

Through PRIDE follow-up, supervisors must encourage teachers to determine priorities for improvement of instruction.

E. Instruction and Staff

Teachers need help in developing and using measurable objectives.

Teachers must more nearly meet the needs of all students by providing opportunities for all individuals to meet program objectives through varied teaching techniques.

Advisory Committees must actively assist teachers for program improvement.

A great percentage of teachers attend the in-service meetings organized by the state staff, but many teachers still need to be encouraged to up-date their knowledge in specific subject matter content.

Relevant and motivational teaching methods for consumer education are needed by most teachers.

Greater encouragement must be given to teachers to become members of their professional organizations.

F. Product Review

A plan needs to be developed to help local teachers conduct follow-up studies to determine former home economics students success on the job or in the home.

Section VII Summary

In light of the PRIDE reviews of 1972-73, the following recommendations for enactment by the Vocational Home Economics Section of the Ohio Department of Education seem apparent:

1. Additional local supervision for Vocational Home Economics and the area of Consumer Education.

2. Increased subject matter area workshops in both consumer-homemaking and job training.

3. Devise a systematic means of record keeping for follow-up purposes.

4. Increased funds for local programming as well as state leadership.

5. Guidelines for minimum space, equipment, and supplies, in both consumer homemaking and job training.

6. Encouragement of teacher educators to follow-up recent graduates who need assistance in the classroom early in the year when it is impossible for state staff to assume this responsibility.

7. Continue to work closely with local supervisors to keep abreast of local needs and maintain open channels of communication.

8. Continue to seek support and advice of state advisory committees for program improvement.

9. Continue to encourage teacher educators and local supervisors to give direction and emphasis to all areas of home economics including FHA, programs for adults and the disadvantaged and handicapped youth and adults.

10. Investigation of an Amendment to Ohio Day Care Licensing Bill must be carried out.

11. Continue to investigate the needs for Vocational Home Economics Programs by VEPD's in Ohio.

12. Work toward greater coordination of Vocational Home Economics Programs at secondary and adult levels.

TRADE AND INDUSTRIAL EDUCATION

The 1972-73 school year completed the third year if development and refinement of the PRIDE process and instruments. The program descriptions and objectives listed in the taxonomy booklets accurately describe most programs. Educational agencies are giving additional input into course objectives.

The following observations represent significant strengths and weaknesses of curriculum, facilities, instructors and students as reported from local and state reports.

A. Curriculum and Instruction

The time requirements designated for program depth are generally being adhered to in the majority of school sytems evaluated. There is, however, a continual effort on the part of many teachers to provide scheduled breaks during the three hour block of shop or laboratory time. In most

cases found, this situation has been corrected.

Tests and reference materials generally are kept current in most programs. Most administrators have accepted the concept of revision every five years. Some trade areas, however, lack effective related materials for classroom use. These exist primarily in new or emerging occupational areas. This does give basis for consideration of materials which may need to be developed through the Instructional Materials Laboratory.

Audio/visual material use is somewhat limited in use in a majority of programs. Availability of softwear and knowledge on the part of the instructor toward developing materials may contribute to the problem.

The effective use of developed courses of study continue to be identified as a major weakness in the instructional program. While most teachers have developed a course of study, less than half of them use it effectively. Effective use must be emphasized in the in-service teacher education program. Supervisors must also give attention and help teachers in this area.

A review statewide indicates that advisory committee input into curriculum is less than desirable. While this may have been functional at one time and somewhat rejuvenated during the PRIDE review, this needs to be a continuing process. In most cases, the knowledge of new product, procedure or processes of industry is gained only through the initiative of the instructor.

Many systems have not accepted the activities of VICA as a needed part of the instructional program. Many instructors are not encouraged by the administration to be involved in leadership and citizenship activities which VICA can provide. There is a need to strengthen this area through supervision and by developing teacher education courses for teachers.

B. Facilities and Equipment

The majority of facilities meet space requirements except in older established programs. Programs for the disadvantaged are still, however, being organized and conducted in disadvantaged facilities. The PRIDE review has identified many needed areas for facility improvement such as lighting and ventilation. Follow-up reports indicate this activity has been assigned top priority.

School systems have taken advantage of the supplemental equipment monies and this use has tended to keep shops and laboratories updated. Most schools, however, do not have an effective equipment amortization policy or system established. It is recommended that consideration be given to provide supplemental equipment help to schools identified through the PRIDE review for needed equipment replacement or additions.

There is generally a weakness in the amounts and timing of needed supplies for programs of instruction. Traditionally, when budgets are cut in systems, needed supplies are affected, therefore posing instructional

difficulties. Many pieces of expensive equipment are idle and student progress is hampered by lack of sufficient parts or supplies.

C. Instructional Staff

Certification requirements continue to give strength to the employment of competent staff. There is, however, a tendency toward employing instructors who lack depth in occupational areas. Some administrators seek certification on the basis of crisis rather than evaluation of depth of experiences gained by a person in his occupational area.

Most instructors are providing meaningful activities during school hours, however, many terminate their efforts at the close of the school day. Very few teachers are involved in advisory committee activity except during the PRIDE evaluation. Then, much of the responsibility is given directly to them.

A great number of teachers do belong to their occupational profession groups, however, many do not belong to the AVA or OVA.

In general, trade and industrial teachers are qualified; however, many have not kept abreast of changes in their occupational areas. This observation does provide a basis for planning upgrading workshops and activities for trade teachers.

A review of the PRIDE activities has suggested the need for a local professional in-service program. Supervisors have been slow to respond to this need; however, state activity has planned organization in this area.

D. Students

In general, school systems are initiating a more effective student selection program. There is a tendency, however, to still place students in skilled areas which offer little opportunity for success. EMR students have been placed in skilled programs, which has handicapped the instructor because of his inability to know how to work with this kind of individual. Instructors have had to spend more of their time serving a few handicapped students while the greater number of students receive less attention. Greater efforts must be made to establish programs for the handicapped with teachers trained to meet their needs. Administrators must realize that most craftsmen have little patience with imperfection, which is usually a trait of the handicapped student.

Most students interviewed have an interest in their activities and progress in their chosen occupational area. Some students interviewed indicated their program of instruction was not their first choice; however, this was the closest offering to their choice. This predominatly occurred in systems having limited vocational offerings.

Conclusions and Recommendations

The following represent the major conclusions and recommendations as a result of the findings and implications observed.

Conclusion: Meaningful advisory committee activity is seldom organized before the PRIDE review.
Recommendation: Continued evidence be presented annually of a functioning advisory/craft committee for each occupational area.

Conclusion: PRIDE reviews are being conducted and written primarily by teachers.
Recommendation: Establish co-chairmen of each review committee and involve more industrial people.

Conclusion: Course of study and lesson plan use in instructional programs show weakness.
Recommendation: Greater input from teacher education and particularly review by the local supervisor.

Conclusion: Instructional supervision is not being given by many local supervisors. Other non-related duties and responsibilities given to the supervisor prohibits effective instructional supervision.
Recommendation: Evidence of a functional instructional supervisory program be reported on a regular basis to the superintendent.

Conclusion: The majority of teachers are not involved in VICA activities as a part of the instructional program.
Recommendation: Greater emphasis and support be given by local administrators.

Conclusion: Additional and/or new equipment is needed in many programs.
Recommendation: Priorities be established for the use of supplemental equipment money for schools which have been identified through the PRIDE review.

Conclusion: There is a definite weakness in the selection, placement and follow-up of students.
Recommendation: Schools be required to develop a meaningful program on a statewide basis. Increased activity with the local guidance personnel, as well as the State, be initiated.

Conclusion: Too much time is spent in the recording process of state supervisory personnel. The process or recording comments in two instruments is confusing and time consuming and make little sense.
Recommendation: Develop a "one report form" with copies to be a part of each review instrument. This procedure was conducted previously and was effective.

Conclusion: The PRIDE instrument requires a listing of priorities to be established as a part of the review process. This is causing problems, as a review team has little authority to set priorities. This should be determined by the administrative staff and board.
Recommendation: This be taken out of the review process, but still be required in the final report as a result of the total finding and implications as reviewed by the local administration and board.

Conclusion: The assignment and time required by the state supervisors during the PRIDE review causes handicaps for the on-going and total operations of the T & I Service. Major problems or "fires" which occur during this period of time become somewhat critical and are not always handled with the urgency required. The PRIDE process usually is conducted during the time of new program planning in local systems. State supervisors are not able, therefore, to be involved in this activity with any depth. As a consequence, many programs have been planned in less than desirable facilities with less than acceptable policies. Because of this conflict in time, staff has not had adequate time to spend toward promotion of program growth. Realization must be given to the number of programs reviewed by the T & I staff in relation to other services. The same periods of time are scheduled for review of 12 or more programs. Therefore, supervisors in other services still continue to give needed promotional and review services to local systems while the T & I staff cannot.
Recommendation: Obvious.